Evaluation Guidebook For 2008-2009 Reporting

Revised 9/16/2008

Nebraska Even Start Family Literacy Programs

The Even Start Family Literacy Program is intended to help break the cycle of poverty and illiteracy and improve the educational opportunity of low income families by integrating intensive early childhood education, adult literacy or adult basic education including support for English language learners and parenting education.

Key Contacts

Statewide Project Evaluators

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Data Collection Process

The federal Even Start law, which authorizes these programs, requires the Nebraska Department of Education (NDE) to implement a process for evaluating local programs through the establishment of *indicators of quality*. *Indicators of quality* are outcome statements for child and adult growth as a result of program participation. These indicators are to be used by NDE to evaluate and monitor local programs and to make decisions concerning their continued funding. The **Nebraska Even Start Performance Indicators** are included in the section **Evaluation Forms**. The comprehensive evaluation process will include collecting data to monitor the Nebraska Even Start Performance Indicators, the required federal reports, and to answer state and local evaluation questions.

A standardized evaluation process has been developed to meet the requirements in the Even Start law. It allows information to be collected and reported uniformly and permits the summary of evaluation outcome data across programs. Each Nebraska Even Start program is now required to follow this process and to use evaluation database to collect data on the instruments selected. The selected instruments meet the highest standards of reliability and validity.

The Even Start programs will emphasize ongoing evaluation as part of the **continuous improvement planning** as it is viewed as a critical aspect of an effective program. The continuous improvement process for the Even Start Programs will include:

- Providing information which assists program staff to improve the program on an ongoing basis;
- Informing families about the growth they and their children experience as a result of participation; and
- Providing information to funders about the efficacy of the program.

Each program will be required to complete a local evaluation and report on it annually. This evaluation will be reviewed along with the Even Start Application each year. It is recommended that each program identify a person to serve as the local evaluator. This evaluator will provide guidance in developing local evaluation plans, answering a required local focused inquiry, developing a system for collecting and analyzing data, evaluating the data, reflecting upon the data, and participating in discussions of strategies for program improvement.

Analysis of all evaluation data will be done by the Department of Education at the conclusion of each grant year. Ongoing technical support and consultation to assist Even Start Program in carrying out the most effective program evaluation possible will be available from the Department of Education Office of Early Childhood, Early Childhood Training Center and other evaluation experts.

Roles and Responsibilities for Evaluation

A state management team comprised of the SEA State Even Start Coordinator, state evaluators, and representatives of the local program evaluators and project directors, will be responsible for overseeing the evaluation process. The quarterly networking meetings will serve as a venue for reviewing evaluation requirements and provide training and updates on the evaluation process. It is recommended that this management approach be replicated for each of the local programs, and include the project director, local evaluator, staff, and representative of key stakeholders. The role of these management teams will be to review the process for data collection, analysis, determination of local inquiries, and development of the continuous improvement plan.

PROJECT DIRECTORS

1. Ensure timely communication and reminders to all staff regarding child and family information, survey data, and observation measures being completed both formally and informally.

2. Provide professional development and training to all staff to ensure adequate understanding of the processes and measures.

3. Disseminate and collect collaboration, teacher surveys, and (if used) satisfaction surveys.

4. Participate with the Local Evaluator when he or she does observations and ratings of program sites and arrange for staff and yourself to debrief on results of observation with local evaluator immediately following the observation.

5. Enter data (child and family roster, attendance, survey data, and formal observation data) into the MS Access ESFLP database in a timely and accurate manner. Review data as it is being entered and refer survey or other data back to others as needed for clarification or completion.

6. Assure that all data protocols are kept in a secure location, (e.g., in a database that is located on a password protected computer and in files that are kept in a locked cabinet).

7. After local evaluator has completed review (data cleaning) and verification of the MS Access database, use the MS Access ESFLP database to complete required NDE reporting by August 30.

8. With site staff, local evaluator, and with the local management team, review evaluation findings; help to identify areas for improvement, and support staff and the program as a whole in establishing objectives and action plans.

9. Report submissions:
   August 30   *Children & Families Enrolled, Performance Indicators*, and MS Access database submitted to Lisa St. Clair at MMI (lstclair@unmc.edu)

10. The project director will participate in quarterly Even Start FLP network meetings.

EVEN START STAFF

1. Remain informed and knowledgeable about the tracking attendance for every child and family served.

2. Maintain accurate and clear attendance records.

3. Provide the project director with correct child and family roster information on every family served.

4. Administer assessments, complete PEP ratings, or disseminate survey data as identified in the evaluation calendar under the leadership of the project director.

5. Check off receipt of assessments or survey data for completion and accuracy, such as:

Child Name	PEP fall	PEP spring	PPVT fall	PPVT spring	PALS fall	PALS spring	Teacher Survey for older sibling	Satisfaction Survey
Johnson, Michael	√	√	√	√	√		√	

6. Submit all data to project director as identified in the evaluation calendar.

7. The Even Start staff will participate in quarterly Even Start FLP network meetings.

LOCAL EVALUATORS
Qualifications for local evaluators will include: a) a minimum of a master's degree; b) experience completing program evaluation; and c) experience with MS Access and statistical/analysis and supporting continuous improvement planning.

Do observation and rating of an early childhood classroom with an environment rating scale (ECERS-R and ELLCO or ITERS-R)

Local evaluators are responsible for completing observations and ratings of at least one early childhood classroom annually (if center-based classrooms are part of the program design). Results from these observations should be shared with program staff at the site *immediately* following the observation. The project director should always be included in the discussions.

Informal observations should also occur throughout the program year. Staff and the project director should also be encouraged to informally use the tools for peer review, self review, and informal program improvement discussions. These data, however, should not be entered in the database and reported to NDE.

Support local programs with data collection efforts and reporting

1. Assisting the project director by providing copies of all environment rating scales instruments completed in the program year. These data are entered into the local database.

2. Checking the child/family roster tables in the database for accuracy and completion in the fall, winter, and spring.

3. Providing feedback to the project director on strategies for ensuring satisfactory return rates on all survey data. These might include:

   a. Local evaluator meeting with staff from all components of Even Start to review progress,

   b. Meeting with the building principal to engage him or her in explaining importance of teacher survey instrument to school day teachers and providing support in understanding the survey, or

   c. Setting new goals for return rates on data collection based on prior year's performance.

4. Support the Project Director in training staff on adult/child assessment measures as needed.

5. The local evaluator is responsible for ensuring the accuracy of the data contained in the database. The local evaluator should complete customary data cleaning steps to ensure no impossible outliers occur, such as an entry of 55 on a field that should include data on a 1 to 5 scale. Data cleaning would also include reviewing the data in the student roster table and all survey tables for completion. For example, if a child assessment score is missing in the PPVT table the local evaluator should prompt the project director to find and enter this information. The local evaluator is responsible for approving (verifying) the database for submission to the statewide evaluator by August 30.

6. Using data from the MS Access database, the local evaluator will participate in the review and completion of the annual reports to NDE (Report of Children and Families and Performance Indicators), which are primarily documented by the project director.

7. The local evaluator will participate in quarterly Even Start FLP network meetings.

Review evaluation findings, help to identify areas for improvement, and support program in establishing objectives and action plans

1. The local evaluator serves as a member of the local management or advisory team leading the Even Start program. Therefore, as formal observations, assessments, and survey data, as well as informal observations, yield information about areas of strength and challenge for the local program, the management team should reflect upon these data.

2. The local evaluator will assist the project in disaggregating data for reporting and comparisons, and should participate in presenting results to stakeholders and other members of the management team.

3. The local evaluator will participate in sustainability discussions and provide expertise in determining the progress of the local program in building and implementing a sustainability plan.

Submit a Success Story to the Statewide Evaluator in Microsoft Word via e-mail attachment to lstclair@unmc.edu by August 30

Local evaluators should interview staff in the programs to identify **at least one family success story**. The framework for collecting these stories is found in the form section of this document.

Other Activities

Answer a required local focused inquiry, such as: What is the impact of the program on school-age student grades? How can home visitors support parents to improve their parenting skills? Ultimately, the aim of local evaluation is to address what can be done to continuously improve the program.

STATE EVALUATOR

1. Participate on the State Even Start management team to plan and oversee the implementation of the evaluation process.

2. Prepare the statewide summary of the Nebraska Even Start Performance Indicators and the federal report.

3. Analyze local data and prepare the Statewide Evaluation Report, distribute statewide report to local agencies and prepare a comparison to their results to state average.

4. Provide technical assistance to project directors and local evaluators regarding the evaluation process.

5. Arrange meetings with the local evaluators to coordinate evaluation efforts and provide training as necessary.

6. Support project director in monitoring visits.

7. The project director will participate in quarterly Even Start FLP network meetings.

SEA Even Start State Coordinator

1. Review state and local evaluation reports.

2. Meet with state evaluators on a quarterly basis to review and modify evaluation process.

3. The project director will participate in quarterly Even Start FLP network meetings.

4. Oversee program monitoring process.

Calendar for Implementation of Evaluation

PRE	POST	Reporting Deadlines
By January 31	By July 31	
• Ongoing: Enter families in the database and have families sign *Authorization for Exchange of Information* for child assessment • Complete Pre *Parent Education Profile* ratings[1] • Complete child assessments: PPVT (30 mos. to 5 years) and PALS (uppercase alphabet only, all children eligible for kindergarten in following school year). Have local evaluator or district Speech Language Pathologist, verify all PPVT protocols • Site visit by local evaluator to provide assistance, review goals, identify local focused inquiry, and discuss program improvement • Consultant conducts observation ratings (ECERS and ELLCO or ITERS) (send copy of entire protocols to Lisa St. Clair at Munroe-Meyer Institute) • Enter all pre data in the program database no later than January 31 (includes families enrolled, fall PEP ratings on families, pre-child assessments, and observation ratings) **January** • Send database to statewide evaluator for monitoring of participation rates	• Complete child assessments: PPVT (30 mos. to 5 years) and PALS (uppercase alphabet only, all children eligible for kindergarten in following school year) • If required, consultants conduct spring observation ratings (ECERS and ELLCO or ITERS) (Send copy to Lisa St. Clair at Munroe-Meyer Institute) • Complete *Teacher Surveys* on school-age children • *Optional*: Complete *Family Satisfaction Surveys* • Complete post *Parent Education Profile* ratings • Complete one family success story • Enter all data in program database no later than July 31 • Site visit by local evaluator to review program outcomes, outcome of focused inquiry, and continuous improvement **End of program year is July 31**	**By August 30** • Ensure all data has been entered in program database, including: participant hours offered and participated, observation data, child outcome data, family outcome data, and a success story • Local evaluator verifies data • Once verified by local evaluator, send copy of database to local evaluator and to Lisa St. Clair • Complete Report of Children & Families Served, and Performance Indicators. • Submit **Report of Children and Families** Served, *Performance Indicators*, *copy of Access database*, and success stories to Lisa St. Clair by Aug 30 **By September 15** • Submit continuation application and printed local evaluation report to Eleanor Kirkland and Lisa St. Clair by September 15th

[1]Continue collecting on newly enrolled families through January 31st

Required and Optional Evaluation Processes

A. Program Quality

A.1 Early Childhood Program Environment Measures (Required):
The quality of early childhood environments has been demonstrated to relate directly to the strength of child outcomes. Program staff should use the results from the environmental assessment to develop plans for program improvement. Each program should use one of the measures listed below, as appropriate to the nature of the setting involved, to evaluate the early learning environment. These instruments are to be used in the setting in which the majority of the Early Childhood Program children are regularly enrolled. If children are enrolled in more than one setting, it is recommended, but not required, that the environmental assessment be used in these multiple settings. The instruments listed below have been selected to measure early childhood program quality:
- Early Childhood Environmental Rating Scale-Revised (ECERS-R)
- Infant/Toddler Environmental Rating Scale-Revised (ITERS-R)
- Early Language and Literacy Classroom Observation (ELLCO)

Timeline: All programs are required to have up to two observations per year. The first observation should be completed no later than November 1. If all scores are 5 or higher on the ECERS or ITERS, and at least 67% of possible score on each subscale of the ELLCO, it is likely a second assessment will not be required. After projects submit their fall observation scores, projects will be notified whether a spring observation is required. If a second assessment is necessary, the second assessment should be completed no later than May 1. There should be at least six months between the first and second assessments.

An observer who has achieved Reliable Observer status and is not employed by the program should conduct the observation. To arrange for a Reliable Observer to conduct the observation for your program, contact Penny Gildea at ECTC at 402-597-4824 or penny.gildea@nde.ne.gov. The cost for the annual assessments is the responsibility of the program and should be included in the program budget.

Reporting: Scores should be entered in the local Even Start MS Access Database and a copy of the observation instrument(s) should be sent to the statewide evaluator, Dr. Lisa St. Clair, at Munroe-Meyer Institute by November 1.

A.2 National Accreditation (Optional for Center-Based Programs)
Program accreditation for center-based programs will continue to be a significant option for assessing program quality and for assuring that families have input into the design and operation of the program. Programs are encouraged to achieve national accreditation by the time the program has been operating three years and to keep the accreditation current thereafter. Information on applying for funding to help pay the costs of accreditation and/or on available support to achieve accreditation is available by contacting Linda Meyers at 402-471-2980 or linda.meyers@nebraska.gov.

Reporting: Report the current status of accreditation in the reporting form and in the annual continuation proposal.

B. Adult Education Assessment (Required):

B.1 Assessment of Adult Education Progress. Each program is required to use the instrument listed below to monitor and report the progress of adults enrolled in Adult Education classes:

- TABE (for adults in ABE)
- BEST (for adults in ELL)

2007/2008 Timeline: Programs should collect pre data upon entrance into the adult education program. Post testing will be completed after a minimum of 60 hours of participation.

Reporting: Complete Performance indicators by July 31.

C. Child Assessment (Required):
C.1 Assessment of Child Language & Literacy Progress.   Each program is required to use the instrument listed below to monitor and report the progress of children (<u>must be completed in English</u>):

- Peabody Picture Vocabulary Test (PPVT)-III
- PALS-Pre K Uppercase Alphabet section only

2006/2007 Timeline: PPVT: Programs should collect data on **all children age 30 months and older** in the fall and spring. You will report on the Performance Indicators only on those children who are eligible to attend kindergarten the next year; however, your database should include outcome data for all children served who were 30 months or older in the fall and who were served more than six months. You may substitute COR, Creative Curriculum or AEPS data for children who are not eligible to attend kindergarten the following year. Local evaluators or district speech language pathologists should verify the accuracy of all PPVT protocols. **PALS Pre-K:** Programs should collect data in the spring on all 4 year olds who are eligible to attend kindergarten the next year. Assessments must be administered in English.

Reporting: Enter results in the program database by July 31.

B.2 Teacher Survey for School-Age Children. Programs are required to report academic progress of children who participated in the Even Start Program as they progress through elementary school.

Timeline: Programs should distribute the survey to elementary teachers in the late spring of each year.

Reporting: Enter results of the surveys into the program database by July 31.

D. Family Measures (Required):

D.1 Parent Education Profile (PEP). Each program will assess parents' parenting and interactive literacy skills using the PEP, Scales I and II. The protocol should be selected based on the age of the child and be based on the staff's observations of the parents' interacting with their child.

Timeline: Markers should be collected and reviewed on an ongoing basis and are to be analyzed each year in fall (pre) and spring (post).

Reporting: Enter results in the program database by July 31.

D.2. Success Stories. This story-based evaluation tool provides a means for documenting the contributions of the program and staff in helping children and families achieve hard-to-reach, longer term, and sustained outcomes. This provides a picture of a participating family's journeys toward change, providing them with a visual representation of their own growth over time. One story will be submitted for each program each year.

Reporting: Enter story in the program database.

E. Additional Evaluation Measures (Optional)
Local Even Start Programs may want to use additional evaluation measures to evaluate locally identified questions.

E.1 Satisfaction Surveys. Satisfaction surveys for families participating in Even Start are included in this evaluation guidebook. Enter results in the program database.

E.2 Locally Designed Measures. Individual programs may use a variety of locally designed surveys or questionnaires (i.e., family satisfaction survey or other identified measure) to determine the effectiveness of the program.

E.3 Focus Groups. Individual programs may use a variety of locally designed focus groups to determine the effectiveness of the program. For example, the emphasis in 2005//2006 was to conduct focus group sessions with parents/adult family members to assess their satisfaction with all components of Even Start, the impact the program has had on their families, and suggested areas for continuous improvement.

Reporting: Enter results in the program database (technical assistance is available through Munroe-Meyer Institute) and describe outcomes in the narrative annual report.

Source Information for Instruments

Early Childhood Environmental Measures

        Early Childhood Environmental Rating Scale (ECERS Revised)
        Infant/Toddler Environmental Rating Scale (ITERS Revised)
        Family Child Care Environmental Rating Scale (FDCRS)
            Teachers College Press
            Teachers College
            Columbia University
            1234 Amsterdam Avenue
            New York, New York 1027
            Phone: 212-678-3919
                  800-575-6566
            Web: http://teacherscollegepress.com

        Early Language and Literacy Classroom Observation (Brookes Publishing)
1.   ELLCO User Guide
2.   ELLCO Toolkit (order number of copies you will need)
            Brookes Publishing
            P. O. Box 10624
            Baltimore, MD 21285-0624
            Phone: 800-638-3775
            FAX: 800-410-337-8539
            Web: www.brookespublishing.com

Child Progress Measure

        Peabody Picture Vocabulary Test Third Edition (PPVT-III) Talk with State Coordinator if you wish to use PPVT-IV
        PPVT-III Test Kit A or Test Kit B
            AGS Publishing
            4201 Woodland Road
            Circle Pines, MN   55014-1796
            Phone: 800-328-2560
            Fax: 800-471-8457
            Web: www.agsnet.com

        Phonological Awareness Literacy Screening (PALS-PreK) Uppercase Alphabet section only
        PALS-PreK Teacher Set
            University of Virginia Bookstore
            University of Virginia
            PO Box 400820
            Charlottesville, VA 22904
            Phone: 800-759-4667 and press '1' for PALS
            Fax: 434-924-3284
            Email: textmailorder@virginia.edu
            Web: http://pals.virginia.edu/Order-PALS/

Family Parenting Progress Measure

        Parent Education Profile, October 2003 Version 2 (Scales I and II will be used in the 2008-2009 program year)
            RMC Research Corporation
            Web: http://www.rmcarl.com/

Reporting Forms

Nebraska Performance Indicators

Program	
Program Year	**2008-2009**

<table>
<tr><td colspan="5">Standard #1 (Adult Education)

Adult achievement in reading, writing, English language acquisition, problem solving and numeracy. [1]</td></tr>
<tr>
<td>*Adults are enrolled by lowest tested area (either reading <u>or</u> math).</td>
<td>Measure</td>
<td># Enrolled (*min. of 60 hours served)</td>
<td>Post-Measure (# that completed the level)</td>
<td>% that met indicator (# enrolled total/ # completed total)</td>
</tr>
<tr>
<td rowspan="2">Performance Indicator 1.1 Beginning Literacy ABE-
43% of all beginning literacy enrollees who are post tested after 60 hours* of instruction will acquire the level of basic skills needed to complete the level as measured by the TABE.</td>
<td rowspan="2">Test of Adult Basic Education (TABE)</td>
<td>Reading</td>
<td></td>
<td rowspan="2"></td>
</tr>
<tr><td>Math</td><td></td></tr>
<tr>
<td rowspan="2">Performance Indicator 1.2 Beginning Basic Education ABE
40% of all beginning basic education enrollees who are post tested after 60 hours* of instruction will acquire the level of basic skills needed to complete the level as measured by the TABE.</td>
<td rowspan="2">Test of Adult Basic Education (TABE)</td>
<td>Reading</td>
<td></td>
<td rowspan="2"></td>
</tr>
<tr><td>Math</td><td></td></tr>
<tr>
<td rowspan="2">Performance Indicator 1.3 Intermediate Low ABE
35% of low intermediate ABE enrollees who are post tested after 60 hours* of instruction will acquire the level of basic skills needed to complete the level as measured by the TABE.</td>
<td rowspan="2">Test of Adult Basic Education (TABE)</td>
<td>Reading</td>
<td></td>
<td rowspan="2"></td>
</tr>
<tr><td>Math</td><td></td></tr>
<tr>
<td rowspan="2">Performance Indicator 1.4 Intermediate High ABE
36% of high intermediate ABE enrollees who are post tested after 60 hours* of instruction will acquire the level of basic skills needed to complete the level as measured by the TABE.</td>
<td rowspan="2">Test of Adult Basic Education (TABE)</td>
<td>Reading</td>
<td></td>
<td rowspan="2"></td>
</tr>
<tr><td>Math</td><td></td></tr>
<tr>
<td rowspan="2">Performance Indicator 1.5 Low Adult Secondary Education ABE
42% of Low Adult Secondary Education ABE enrollees who are post tested after 60 hours* of instruction will acquire basic skills needed to complete the level as measured by the TABE.</td>
<td rowspan="2">Test of Adult Basic Education (TABE)</td>
<td>Reading</td>
<td></td>
<td rowspan="2"></td>
</tr>
<tr><td>Math</td><td></td></tr>
<tr>
<td rowspan="2">Performance Indicator 1.6 Non School-Age Adult: __ % of enrollees who have taken all 5 GED tests will attain the GED.

School-Age Adult: __ % of enrollees who have taken all 5 GED tests will attain the GED.</td>
<td rowspan="2">Earn GED or diploma</td>
<td># attempting the 5th GED Test

Non-School age</td>
<td># Obtaining GED Non-School age</td>
<td>Non-School Age
passing ___ /
attempting _____ =

_____</td>
</tr>
<tr>
<td>School age
_____</td>
<td>School age</td>
<td>School Age
passing ___ /
attempting _____ =
_____</td>
</tr>
</table>

Standard #1 (Adult Education)

Adult achievement in reading, writing, English language acquisition, problem solving and numeracy. [1]

Performance Indicator 1.7 **High School Graduation** 80% of student parents will successfully complete 20% of the required credits toward graduation per year.	Number of high school credits	_____ # enrolled	_____ # Completed at least 20% of required credits toward graduation this year **OR**	____# completed 20% plus
Non School-Age Student: 80% of enrollees in high school who have completed 80% of the high credits will attain their high school diploma.		_____# enrolled	_____# of non school-age student that graduated from high school	# that graduated _____/ (# enrolled)____ = _____
School-Age Student: 80% of enrollees in high school who have completed 80% of the high credits will attain their high school diploma.		_____# enrolled	_____# of school-age student that graduated from high school or earned GED	# that graduated _____/ (# enrolled)____ = _____
TOTALS		_____# enrolled	_____# completing indicator	

[1]**Targets based on NDE set standards**
* Acceptable to report if post test completed before 60 hours

Overall summary of Standard 1:

Comments about Standard 1:

Standard #2 (English Language Learners)

Adult achievement in reading, writing, English language acquisition, problem solving and numeracy. [1]

	Measure	# Enrolled (*min. of 60 hours served)	Post-Measure (# that completed the level)	% that met indicator (# enrolled / # completed)
Performance Indicator 2.1 Beginning Literacy ESL- 45% of beginning literacy ESL enrollees who are post tested after 60 hours* of instruction will acquire the level of English language skills (speaking listening, reading and writing) needed to complete the level as measured by the BEST.	Basic Educational Skills Test (BEST)			
Performance Indicator 2.2 Low Beginning ESL 39% of low beginning ESL enrollees who are post tested after 60 hours* will acquire the level of English language skills (speaking listening, reading and writing) needed to complete the level as measured by the BEST.	Basic Educational Skills Test (BEST)			
Performance Indicator 2.3 High Beginning ESL 36% of high beginning ESL enrollees who are post tested after 60 hours* will acquire the level of English language skills (speaking listening, reading and writing) needed to complete the level as measured by the BEST.	Basic Educational Skills Test (BEST)			
Performance Indicator 2.4 Low Intermediate ESL 44% of low intermediate ESL enrollees who are post tested after 60 hours* will acquire the level of English language skills (speaking listening, reading and writing) needed to complete the level as measured by the BEST.	Basic Educational Skills Test (BEST)			
Performance Indicator 2.5 High Intermediate ESL 42% of high intermediate ESL enrollees who are post tested after 60 hours* will acquire the level of English language skills (speaking listening, reading and writing) needed to complete the level as measured by the BEST.	Basic Educational Skills Test (BEST)			
Performance Indicator 2.6 Advanced ESL 35% of advanced ESL enrollees who are post tested after 60 hours* will acquire the level of English language skills (speaking listening, reading and writing) needed to complete the level as measured by the BEST.	Basic Educational Skills Test (BEST)			

Standard #2 (English Language Learners)

Adult achievement in reading, writing, English language acquisition, problem solving and numeracy. [1]

TOTALS		_____# enrolled	_____# completing indicator	

[1]**Targets based on NDE set standards**

Overall summary of Standard 2:

Comments about Standard 2:

Standard #3 (Post Adult Education)

Adult entry into a postsecondary school, job retraining program or employment or career advancement, including the military. [1]

	Measure	# who identified this as goal	Post-Measure (# that successfully obtained goal)	% that met indicator (# with goal / # obtained goal)
Performance Indicator 3.1 49% of the adults will successfully obtain their identified goal of entry into postsecondary school, as documented in their records up to one year following participation in Even Start.	Program Records			
Performance Indicator 3.2 46% of the adults will successfully obtain their identified goal of entry into employment or career advancement as documented in their records up to one year following participation in Even Start.	Program Records			
Maybe change to retention 3 quarters after gaining employment? Performance Indicator 3.3 TBD%[2] of the adults will successfully obtain their identified goal of entry into job retraining program as documented in their records up to one year following participation in Even Start.	Program Records			

[1]**Targets based on NDE set standards**
[2] **The percentage for the performance indicator will be determined after the first year of using these tools (collection of baseline data).**

Overall summary of Standard 3:

Comments about Standard 3:

Standard #4

Target children actively engage in exploration and learning which promotes their individual development and learning across all domains with emphasis on language and literacy development within nurturing and intellectually challenging environments provided by their parents, extended families, and community/school programs. [1]

	Measure	# enrolled	# with data	Post-Assessment	% that met indicator
Performance Indicator 4.1 Preschool Children who are served at least six months (4 year olds eligible to enter kindergarten in the next year) 50% of all 4 year olds who are eligible for kindergarten [1] who participated in the program for at least 6 months will make a gain of 4 standard score points from fall to spring as measured by the PPVT-III. **Note:** For state data, collect fall/spring PPVT-III data for all children (30 months -5 years) who participated in the program for at least 6 months.	PPVT-III	CSPR REPORT: Only report those children served 6 months or greater: _____ # of 4 year olds that are eligible but do not have pre/post test _____ # of 4 year olds that have pre/post test _____ # of 4 year olds that are exempt[2] _____ Total number of eligible children	_____ # that had an increase of 4 or more standard score points	Divide the number that made a gain of 4 or more points by the total # of children eligible
Performance Indicator 4.2 Preschool Children who are served at least six months (4 year olds eligible to enter kindergarten in the next year) 50% of 4 year olds eligible to enter kindergarten[1] who have participated in the program for 6 months can name 12 uppercase letters of the alphabet by the end of the reporting year (July 31th) as measured by PALS Pre-K. **Note:** For state data, collect fall/spring PALS Pre-K.	PALS Pre-K Uppercase Alphabet section	_____ # 4 year olds assessed in the fall _____ # of 4 year olds assessed in the spring	_____ Average number of Uppercase Letters identified in fall _____ Average number of Uppercase Letters identified in spring	
Performance Indicator 4.3 School Age Children 50% of school age children (K through 2nd grade) whose parents have participated in at least 6 months of Even Start Services will meet or exceed district objectives in reading by the end of the school year.	Teacher Survey	_____ # K-2nd grade children of families who were enrolled more than 6 months	_____ # Met or exceeded district objective -- reading _____ # Met or exceeded district objective -- writing _____ # Met or exceeded district objective -- math	

Standard #4

Target children actively engage in exploration and learning which promotes their individual development and learning across all domains with emphasis on language and literacy development within nurturing and intellectually challenging environments provided by their parents, extended families, and community/school programs. [1]

	Measure	# enrolled	# with data	Post-Assessment	% that met indicator
Performance Indicator 4.4 **School Age Children** 90% of school age children (K through 2nd grade) whose parents have participated in at least 6 months of Even Start Services will be promoted to the next grade at the end of the school year as documented in the Teacher Survey.	Teacher Survey			_____# who were promoted	# promoted/# in school =
Performance Indicator 4.5 **School Age Children** 75% of school age children (K through 2nd grade) whose parents have participated in Even Start for 6 months will attend school for at least 160 days as documented in their school records.	School attendance record			_____# who attended 160 days	# attending 160 days/total # in school=

[1] 4 year old children are defined as any child eligible to attend kindergarten in the next school year, regardless of whether the parents intend to enroll this child in kindergarten. Exempt children are those who are unable to be assessed with the PPVT (do not successfully complete sample test items).

Overall summary of Standard 4:

Comments about Standard 4:

Standard #5

Adult participants will engage in training that will assist them in improving skills needed to interact successfully with their child (ren) and be full partners in the education of their child(ren).

	Measure	# Enrolled	Post-Assessment	% that met indicator
Performance Indicator 5.1 Parents 50% of parents assessed in the fall and spring with the PEP will make a gain of at least .25 at post test on the same scales.	Parent Education Profile	_____ # enrolled _____ # assessed fall _____ # assessed in spring who also had a fall score	_____ # who made a gain of at least .25 total across Scale I and Scale II	Divide the number who made a gain of at least .25 by the number assessed in spring who also had a fall score _____% met

[1]The percentage for the performance indicator will be determined after the first year of using these tools (collection of baseline data).

Overall summary of Standard 5:

Comments about Standard 5:

Even Start Grant Programs Report of Families and Children Enrolled

Directions: Indicate the total number of families and children enrolled for the program year. Indicate the number of children enrolled in each age group (age as of October 15).							**Total**
Number of Families Served							
Number of Adults Participating							
Number of Adults who are English Learners							
	Under 1	**Age 1**	**Age 2**	**Age 3**	**Age 4**	**K thru Grade 2**	**Total**
Number of Children Participating							

Directions: Indicate the total number of hours or families as requested.

Average Number of Hours of Participation per Individual per Month (Add the hours each family member actually participate each month and divide by the number of participants in each category.)	**GPRA* Targets**	**Your Program's** Avg. Hours
Adult Education	60 hours	
High School Education		
Early Childhood Education (Birth to 3 years)	60-65 hours	
Early Childhood Education (3 to 5 years)	60-65 hours	
School Age Education (5 and older)	65 hours	
Parenting Education	20 hours	
Number of Families Served During the Program Year. Report # served:		**#**
Less than 3 Months		
From 4 to 6 Months		
From 7 to 12 Months		
More than 12 Months		
Characteristics of NEW Families (Enrolled This Program Year) **at the Time of Enrollment**		**#**
Number of Families Enrolled This Year		
Number of these Families At or Below the Federal Poverty Level		
Number of Adults Enrolled This Year		
Number of these Adult Participants Without a High School Diploma or GED		
Number of these Adult Participants Who Have Not Gone Beyond the 9th Grade		

* Targets established by the federal government for the Even Start program overall; not a requirement but a benchmark for which to strive.

Directions: Indicate whether staff paid with federal Even Start funds meet the federal staff qualifications.

Staff Qualifications	**Yes**	**No**
Program Director has training in the operation of a Family Literacy Program		
Staff providing adult education have a degree in an education related field		
Staff providing early childhood education have at least an Associate degree in Early Childhood/Child Development (if operated by a public school, Rule 11 teacher qualifications apply)		
If operated by a public school, teacher or teachers providing early childhood education meet Rule 11 teacher qualifications.		
Paraprofessionals have at least an Associate degree. If operated by a public school, Rule 11 paraprofessional qualifications apply)		

Summarize the action steps for continuous improvement plans to be implemented in the next program year

Summarize your plan for sustainability

Evaluation Forms

Authorization for Sharing of Information
Even Start Program

Child's First and Last Name	Date of Birth	If attending preschool or school, name of school

Mother's First & Last Name	Father's First & Last Name

I(we) hereby grant permission for the Even Start Program to share information related to the above child(ren) and family with Munroe-Meyer Institute.

√ **Child assessments**
√ **Parent Education Profile**   √ **Results of TABE/BEST**

√ **Teacher Surveys**
√ **Pictures of my child for use in evaluation publications**

I hereby grant permission for   Fill in name of Even Start Here
To send my child's data and teacher survey to Munroe-Meyer Institute up to five years following the date signed on this release.

Parent Signature	Date	Witness	Date

Relationship to child	Staff position of witness

Teacher Survey - Even Start Family Literacy Program

Teacher		Grade Level		
School		Number of months you taught student this year		
Student		Child will be promoted to next grade level	Yes	No

1. **Overall, CIRCLE ON THE LINE how well the Even Start Family Literacy Program activities supported this student's learning and development by complementing the school's curriculum and district objectives?**

```
1───────2───────3───────4───────5
Poor          Neutral        Excellent
```

2. **Rate by √ the student's performance on district objectives/standards**

	Met		Not Met	
Subjects	**Advanced**	**Proficient**	**Progressing**	**Beginning**
Reading (reading, speaking, listening)				
Writing				
Mathematics				

3. **Rate the following student behaviors: √ their level of change (if any) from fall to spring this year. IF NO CHANGE WAS NEEDED because student was already high performing, √ the first column on the right of the item (no change was needed).**

To what extent has your student changed his or her behavior in terms of:	√ If no change was needed, excellent performance	Improvement			No Change in Behavior	Decline		
		Significant	**Moderate**	**Slight**		**Slight**	**Moderate**	**Significant**
Language & Literacy Items								
Selecting appropriate reading level of books from library.								
Using grade level appropriate strategies to comprehend reading material.								
Displaying grade level appropriate quality and quantity of writing for class assignments.								
General Items								
Attending class regularly.								
Being attentive in class.								
Behaving well in class.								
Asking for help when not understanding material.								
Getting along well with other students.								
In your opinion, to what extent has the family changed their behavior to support this child's learning.								

Program_____

EVEN START FAMILY LITERACY
FAMILY SATISFACTION SURVEY

We are interested in hearing about your satisfaction with the Even Start Program.

√ how strongly you agree or disagree with these statements	Strongly Disagree 1	2	Agree 3	4	Strongly Agree 5	Doesn't Apply
1. Overall, our family has benefited from the Even Start Family Literacy Program.						
2. My child has benefited from the Even Start Family Literacy Program.						
3. I feel comfortable talking to the Even Start FLP staff about what my family/child needs.						
4. My home visitor gave me useful ideas for promoting my child's development at home.						
5. This program has given me confidence in my ability to learn.						
6. Because of Even Start FLP, I use new ways/strategies to help my child learn.						
7. Even Start helped me connect with other community services and resources.						
8. I have an opportunity to discuss ideas or concerns about this program with staff.						
Please rate the Even Start services you do						
9. The **adult education** program is very good in helping me learn academic skills (reading, math) I need to earn my GED.						
10. The **English** program is very good in helping me learn English.						
11. The **parent education** program is very good at helping me learn more about my child and parenting.						
12. The **child care center** Even Start provides for my child is very good.						
13. The **home visitor** is very good at helping me learn about my child and parenting.						

Describe what you liked best about Even Start Family Literacy Program Services.

Describe what you would like changed about Even Start Family Literacy Program Services.

Thanks for completing this survey!!

Success Stories Framework

These stories typically follow a pattern similar to the steps noted below:
1. Describe the family or student demographics and month/year in which you began working with family. For example, "In June, 2000, AW came to our learning center requesting XYZ for her son (1st grade student) and daughter (4th grade student). At that time, AW was a single mother of two school-age children. Her primary language was XX, and her English was very limited. Further, she struggled with…"
2. Describe the initial assessment of student or family needs and goals or outcomes identified, as well as the services selected for the family. For example, "AW requested after-school care and homework assistance for her children. Further, I recommended to AW that she participate in ELL classes in order to broaden her job opportunities, and she agreed. Transportation was arranged through…and school age care and homework assistance were provided after school at our center."
3. Describe the process of service delivery. Specifically, how did the process go? What barriers or hindrances developed or had to be overcome? How did the student's or family's participation in this process change over time?
4. Describe any further goals, outcomes, or requests for more advanced services that developed.
5. Describe the impact of this student or family on any other students or families? For example, "AW referred a friend of hers to our center for three children to participate in after school care." Or "AW served as a mentor to new members of the ELL class."
6. Describe the outcome of each goal or outcome discussed in #2 and #4 (if not already answered). Also list the month/year you last met with or talked with this student or family and status (completed services, still in process, returning on…).

Add any other information you deem relevant to knowing this student's or family's story.

A sample success story might look like this:

A few days before school started, I met XX's mom at the ZZ open house. She greeted me with these words, "I hope you can tame my son; he can't even hold a pencil." In just a few days I discovered that not only could he *not* hold a pencil, but he also couldn't identify his name or count to five. XX didn't know how a book worked or how to sit and listen to an adult reading the book aloud. He was only able to identify three letters (A, B, and X).

XX is an African American boy living with both parents. His family is identified as low income. XX entered kindergarten at ABC Elementary School in the fall. With his deficiencies in school readiness skills, it was apparent that XX needed more than the half-day kindergarten program. The objectives set for him centered on academic readiness skills.

XX was enrolled in the afterschool program. Each week we concentrated on a different letter. Toward the end of the school year we worked with blends and word endings. Each week had a theme for the letter or blend. For example, the letter J has a Jungle theme. For social studies the children learn where jungles are located and different layers of a jungle; in science they learn the different animals that live in the jungle and how they survive together. The afterschool program also included daily instruction in math. Through our unit studies XX learned shapes, numbers, addition, subtraction, money, time, measurement, and estimation. Each day 25 minutes was devoted to activities in which XX engaged in individual activities that reinforced what he was learning in class.

We believe that XX's wonderful progress is due to the 1:1 attention he received in the afterschool program because of having both a teacher and a helper in the classroom. Also, the academic structure of the after school CLC supported the progress he was making in the classroom.

XX's kindergarten teacher and his afterschool teacher submitted results of literacy and math assessments and work samples to the CLC site supervisor and the local evaluator. All of these measures demonstrated that XX made considerable academic progress during the school year. For example, by the end of first quarter, the child who couldn't count to five a couple of months earlier, counted to 78. By the end of second quarter he was able to identify all capital and lower case letters. He did particularly well in math, where his classroom teacher judged his performance to be either "satisfactory" or "proficient" on all objectives assessed during the year. In summary, the support that XX received through CLC has made a critical contribution to his development and readiness for first grade.

PEP* –Infant (Birth-18 months)   *Name of Family _____ Date __/__/____*

SCALE I   Parent's Support for Children's Learning in the Home Environment

Use of Literacy Materials	Use of TV/Videos	Home Language & Learning	Priority of Learning Together
1. Home has few books or writing/drawing materials; little or nothing is age appropriate.	1. There is no monitoring of TV; children watch whatever and whenever they choose. *TV means all "screen time" devices.	1. Parent does not recognize role of home routine and play in literacy learning. Parent limits child's opportunities for play, doesn't join in child's play, and doesn't set up opportunities for learning.	1. Family does not have experience of devoting time to family learning activities; doesn't yet place value on learning together.
2. Home has some books and/or writing/drawing materials but they are neither appropriate nor accessible to child. Parent does not yet seek out materials for child.	2. Parent is aware that it is his/her role to limit TV but has not successfully done so.	2. Parent is interested in doing more to build child's literacy learning but parent's choices for child often do not match child's age or ability. Parent and child experience frustration.	2. Family relies on support from outside the immediate family to participate occasionally in family learning opportunities.
3. The home has some examples of appropriate reading, writing & drawing materials. Parent seeks books and writing materials for child. Parent will read and/or write/draw with child several times a week.	3. Parent tries to limit TV, but child continues to be placed in front of the TV for periods longer than 15 minutes at a time.	3. Parent seeks information about age-appropriate learning opportunities and is able to use information to set up appropriate learning activities and/or occasionally join in child's play to extend learning.	3. Parent is aware of importance of family learning activities and expresses desire to initiate them. Parent occasionally plans family learning opportunities.
4. Home includes books and materials that the parent has chosen because parent believes child will like them. Parent uses literacy materials every day with child in engaging ways.	4. Parent limits TV, but child continues to be placed in front of videos/DVDs for periods longer than 15 minutes at a time.	4. Parent often bases his/her choice of activities on observations of child's skills and interests. Parent facilitates learning opportunities for child several times per week and regularly joins play to extend language.	4. Family members routinely make an effort to initiate family opportunities that foster learning, e.g. attending field trips, baking cookies, visiting a zoo.
5. Home has a variety of materials for reading, writing & drawing that are accessible to child. Materials are used daily. Parent and child select books based frequently on child's interest and skill level. **NOTE:** *Age appropriate books* include: board books, soft books, & music tapes. *Writing material* not appropriate until 12 months, then use large crayons, blank paper.	5. Parent does not have the child watch TV and uses child related videos for only brief times (less than 15 minutes) once or twice a day; sits and interacts with child during the program. Or, parent prohibits all screen time activities. **NOTE**: American Academy of Pediatrics (AAP) *recommends no TV* for children under 2. There are mixed reviews on the educational value of tapes such as Baby Einstein	5. Parent regularly uses "teachable moments" with child. Parent takes cues from child and allows child to guide choices for learning activities. Parent frequently participates in play and takes proactive role in expanding language. **NOTE:** Literacy activities should encourage imitation of sounds/words, labeling objects/pictures, giving opportunities for child to signal for more. **EXAMPLE:** Play activity- playing peek-a-boo, seeing if child will imitate actions and signal for more. Routine-during diapering, talks to the child and points out body parts.	5. Family members take pleasure in family learning opportunities from everyday activities.
Level:	Level:	Level:	Level:

* RMC Research Corporation (2002); Adapted by Munroe-Meyer Institute (2006)

PEP*–*Infant (Birth-18months)*   *Name of Family* _____ *Date __/__/____*

SCALE II Parent's Role in Interactive Literacy Activities

Expressive and Receptive Language	Reading with Children	Supporting Book/Print Concepts
1. Parent's verbal interactions with child are predominately commands or discouragements. Parent responds inconsistently to child's verbal or behavioral cues.	1. Parent sings or "reads" infrequently to or with child. Shared reading is a frustrating experience for parent and child.	1. Parent is not yet aware of their own role in modeling "reading" with child.
2. Parent has limited verbal interaction with child, but the tone is more positive than negative.	2. Parent sometimes sings or "reads" to child but does not attempt to engage child in looking at the book. Parent has low comfort level.	2. Parent occasionally demonstrates awareness of child's development of book understanding e.g., shows book pictures to young children.
3. Parent is aware of the impact of their own speaking/language and listening to child on the child's language and behavior. Parent sometimes tries out strategies to support child's development of language.	3. Parent is interested in learning how to "read" to child and tries out suggested strategies for engagement. Parent becomes comfortable with at least 1-2 strategies to support "reading" and oral language, including vocal turn-taking games.	3. Parent begins to help child understand how books work, e.g., points to pictures, turns pages, and closes book.
4. Parent regularly adjusts own language or uses strategies to support child, e.g., choice of vocabulary, variation in words, asking questions, and listening to the child.	4. Parent regularly uses a variety of different strategies for engaging the child in "reading" books or singing.	4. Parent uses strategies with child to develop book concepts.
5. Parent actively engages the child in discussion, using strategies such as paying attention to the interests of the child, using open-ended questions, providing verbal encouragement, or giving the child an opportunity to process information. **NOTE: Age a*ppropriate verbal interaction* includes parent:** -Using "motherese" for young babies or single words or short phrases from babies 8 months or older. - Responding to cooing/babbling - Responds when child points or holds up object - Labels names of everyday items and familiar people - Provides opportunities for the child to signal for more - Acknowledges child's gestures/words/sounds as communication attempts - Uses games/routines to increase vocabulary.	5. Parent matches "reading" strategy to situation, e.g. child's developmental level, child's mood, or the setting. **NOTE: *Age appropriate reading/singing strategies*:** - Looks at pictures in books, labeling pictures - Looks at books with photos of family members - Plays social games (peek-a-boo) and introduce simple fingers play - Sings simple songs, pausing waiting for the child to signal for more.	5. Parent takes advantage of every day activities to frequently look at pictures, e.g., points out pictures on diaper box, provides pictures of familiar objects when giving babies choices. **NOTE: *Age appropriate strategies to support book concepts*:** - Gives book for child to turn pages and close - Points to pictures in the book, pausing to see if child looks or pats the pictures - Engage in sounds and word imitation games.
Level:	Level:	Level:

* RMC Research Corporation (2002); Adapted by Munroe-Meyer Institute (2006)

PEP* –Toddler (18 months – 3 years)   *Name of Family* _____ *Date* __/__/____

SCALE I Parent's Support for Children's Learning in the Home Environment

Use of Literacy Materials	Use of TV/Videos	Home Language & Learning	Priority of Learning Together
1. Home has few books or writing/drawing materials; little or nothing is age appropriate.	1. There is no monitoring of TV; children watch whatever and whenever they choose.	1. Parent does not recognize role of home routine and play in literacy learning. Parent limits child's opportunities for play, doesn't join in child's play, and doesn't set up opportunities for learning.	1. Family does not have experience of devoting time to family activities and learning together. Family doesn't yet place value on learning together.
2. Home has some books and/or writing/drawing materials but they are not age-appropriate or accessible to child. Parent does not yet seek out materials for child.	2. Parent is aware that it is his/her role to limit TV but has not successfully done so.	2. Parent is interested in doing more to build child's literacy learning but parent's choices for child often do not match child's age or ability. Parent and child experience frustration.	2. Family relies on support from outside the immediate family to participate occasionally in family learning opportunities.
3. The home has some examples of appropriate reading, writing & drawing materials. Parent seeks books and writing materials for child. Parent will read and/or write/draw with child several times a week.	3. Parent encourages some watching of age-appropriate programming	3. Parent seeks information about age-appropriate learning opportunities and is able to use information to set up appropriate learning activities and/or occasionally join in child's play to extend learning.	3. Parent is aware of importance of family learning activities and expresses desire to initiate them. Parent occasionally plans family learning opportunities.
4. Home includes books and materials that parent has chosen because parent believes child will like them. Parent uses literacy materials every day with child in engaging ways.	4. Parent tries to set some viewing limits on type and times for viewing. Parent consistently reinforces viewing rules.	4. Parent often bases his/her choice of activities on observations of child's skills and interests. Parent facilitates learning opportunities for child several times per week and regularly joins play to extend language.	4. Family members routinely make an effort to initiate family opportunities that foster learning, e.g. attending field trips, baking cookies, visiting museum, playing simple game.
5. Home has a variety of materials for reading, writing & drawing that are accessible to child. Materials are used daily. Parent and child select books based frequently on child's interest and skill level. **NOTE**: *Age appropriate books* include books with simple storyline, interactive books, & music tapes. Writing materials should be nontoxic and may include: markers/crayons, etch-a-sketch, marker board, simple puzzles, stamps, different types of paper, etc.	5. Parent uses television as a learning tool; parent watches with child and moderates messages from TV; or prohibits TV completely. **NOTE**: American Academy of Pediatrics (AAP) recommends less than 2 hours a day of TV for children 2+. TV means all "screen time" devices.	5. Parent regularly uses "teachable moments" with child. Parent takes cues from child and allows child to guide choices for learning activities. Parent frequently participates in play and takes proactive role in expanding language. **NOTE:** Literacy activities should encourage imitation of words/phrases, labeling objects/pictures, expanding on child's language, building vocabulary. **EXAMPLE:** *Play activity*- engaging in pretend play with dolls, introducing new vocabulary. *Routine*- at lunch, child helps set the table placing one spoon at each dish, looks with parent at recipe book, measures and pours as they help cook, introducing new vocabulary.	5. Family members take pleasure in family learning opportunities from everyday activities.
Level:	Level:	Level:	Level:

* RMC Research Corporation (2002); Adapted by Munroe-Meyer Institute (2006)

PEP* –*Toddler (18months- 3 years)*   ***Name of Family*** _____ ***Date* __/__/____**

SCALE II   Parent's Role in Interactive Literacy Activities

Expressive and Receptive Language	Reading with Children	Supporting Book/Print Concepts
1. Parent's verbal interactions with child are predominately commands or discouragements. Parent responds inconsistently to child's verbal or behavioral cues.	1. Parent sings or reads infrequently to or with child. Shared reading or story telling is a frustrating experience for parent and child.	1. Parent is not yet aware of their own role in modeling reading and writing with child.
2. Parent has limited verbal interaction with child, but the tone is more positive than negative. Language is characterized by questions that can be answered yes/no.	2. Parent sometimes sings or reads to child but does not attempt to engage child in the story, in the process of reading, or telling the story. Parent has low comfort level.	2. Parent occasionally demonstrates awareness of child's development of book and print understanding, e.g. points to words, & shows book pictures to young children.
3. Parent is aware of the impact of his/her own speaking, language, and listening on the child's language and behavior. Parent sometimes tries out strategies to support child's development of language.	3. Parent is interested in learning how to read to child and tries out suggested strategies for engagement. Parent becomes comfortable with at least 1-2 strategies to support/reinforce reading and oral language.	3. Parent begins to help child understand how print works, e.g. letter names, connection to sounds, left to right progression, book handling.
4. Parent regularly adjusts own language or uses strategies to support child e.g. choice of vocabulary, variation in words, asking questions, and listening to the child.	4. Parent regularly uses a variety of different strategies for engaging the child in reading books or singing.	4. Parent uses strategies with child to develop meaning for print, e.g. writing letters and words, playing games with sounds and words, child dictating stories to parent.
5. Parent actively engages the child in discussion, using strategies such as paying attention to the interests of the child, using open-ended questions, providing verbal encouragement, or giving the child an opportunity to process information. **NOTE:** *Age appropriate verbal interaction* includes parent: - Being on the child's level and use simple/clear speech - Talking about new situations before, during and after - Imitating and identifying sounds heard (dog, siren, plane) - Expanding on toddlers 1-2 words phrases (car- red car) - Introducing finger plays/songs, pausing to let child finish familiar rhyme (all fall_____) - Introducing new vocabulary during everyday routines and activities.	5. Parent matches reading strategy to situation, e.g. child's developmental level, child's mood, setting. Parent verbalizes connections between stories and the child's experience, and encourages child to make similar connections. **NOTE:** *Age appropriate reading/singing strategies*: - Talk about pictures in the book - Have child turn pages, close book - Sing nursery songs and finger play - Help child make relationships between book and other experiences - Begin to read short books, allowing time for toddler to comment - Pause to see if toddler can predict what happens next.	5. Parent takes advantage of every day activities to frequently make the connection between sounds, oral language and print. **NOTE:** *Age appropriate strategies to support book/print concepts:* - Make books with pictures of familiar objects and people and write names of objects in book - Talk about signs for familiar places (McDonald's) - Write child's name often during play activities - Encourage toddler to read book to adults - Have parents model reading their own books or writing in their everyday activities.
Level:	Level:	Level:

* RMC Research Corporation (2002); Adapted by Munroe-Meyer Institute (2006)

PEP* –*Preschool (3-5 years)*   *Name of Family* _____ *Date* __/__/____

SCALE I   Parent's Support for Children's Learning in the Home Environment

Use of Literacy Materials	Use of TV/Videos	Home Language & Learning	Priority of Learning Together
1. Home has few books or writing/drawing materials; little or nothing is age appropriate.	1. There is no monitoring of TV or other "screen time" activities (computer, video games); children watch whatever and whenever they choose.	1. Parent does not recognize role of home routine and play in literacy learning. Parent limits child's opportunities for play, doesn't join in child's play, and doesn't set up opportunities for learning.	1. Family does not have experience of devoting time to family activities and learning together. Family doesn't yet place value on learning together.
2. Home has some books and/or writing/drawing materials, but they are not age-appropriate or accessible to child. Parent does not yet seek out materials for child.	2. Parent is aware that it is his/her role to limit TV but has not successfully done so.	2. Parent is interested in doing more to build child's literacy learning but parent's choices for child often do not match child's age or ability. Parent and child experience frustration.	2. Family relies on support from outside the immediate family to participate occasionally in family learning opportunities.
3. The home has some examples of appropriate reading, writing & drawing materials. Parent seeks books and writing materials for child. Parent will read and/or write/draw with child several times a week.	3. Parent encourages some watching of age-appropriate programming; or doesn't allow TV watching.	3. Parent seeks information about age-appropriate learning opportunities and is able to use information to set up appropriate learning activities; occasionally joins in child's play to extend learning.	3. Parent is aware of importance of family learning activities and expresses desire to initiate them. Parent occasionally plans family learning opportunities.
4. Home includes books and materials that the parent has chosen because parent believes child will like them. Parent uses literacy materials every day with child in engaging ways.	4. Parent tries to set some viewing limits on type and times for viewing. Parent consistently reinforces viewing rules.	4. Parent often bases his/her choice of activities on observations of child's skills and interests. Parent facilitates learning opportunities for child several times per week and regularly joins play to extend language.	4. Family members routinely make an effort to initiate family opportunities that foster learning, e.g. attending field trips.
5. Home has a variety of materials for reading, writing & drawing that are accessible to child. Materials are used daily. Parent and child select books based frequently on child's interest and skill level. **NOTE**: Age a*ppropriate books* include: A variety of books with storylines and/or rhyming, interactive books, & music tapes. *Writing material*-a variety of writing utensils (markers, crayons, chalk, marker board, stamps, different types of paper (construction, lined).	5. Parent uses television as a learning tool; parent watches with child and moderates messages from TV; or prohibits completely. **NOTE**: American Academy of Pediatrics (AAP) ***recommends less than 2 hours a day*** of TV for children 2+.	5. Parent regularly uses "teachable moments" with child. Parent takes cues from child and allows child to guide choices for learning activities. Parent frequently participates in play and takes proactive role in expanding language. **EXAMPLE:** *Play activity*- pretending to go to a restaurant, creates menus and pretend to serve, record "orders" with writing materials, and introducing new vocabulary. *Routine*- at the grocery store, pointing out new foods, having the child count out the number of items.	5. Family members take pleasure in family learning opportunities from everyday activities. **EXAMPLES:** *Play a family board game, go to zoo or children's museum, create an art project together, and bake cookies.*
Level:	Level:	Level:	Level:

* RMC Research Corporation (2002); Adapted by Munroe-Meyer Institute (2006)

PEP* *–Preschool (3-5 years)*   ***Name of Family* _____ *Date __/__/____***

SCALE II   Parent's Role in Interactive Literacy Activities

Expressive and Receptive Language	Reading with Children	Supporting Book/Print Concepts
1. Parent's verbal interactions with child are predominately commands or discouragements. Parent responds inconsistently to child's verbal or behavioral cues.	1. Parent tells stories, sings or reads infrequently to or with child. Shared reading or story telling is a frustrating experience for parent and child.	1. Parent is not yet aware of their own role in modeling reading and writing with child.
2. Parent has limited verbal interaction with child, but the tone is more positive than negative. Language is characterized by simple sentences and questions that can be answered yes/no.	2. Parent sometimes tells stories, sings or reads to child but does not attempt to engage child in the story or in the process of reading or telling the story. Parent has low comfort level.	2. Parent occasionally demonstrates awareness of child's development of book and print understanding, e.g. points to words, and shows book pictures to young children.
3. Parent is aware of the impact of their own speaking, language and listening on their child's language and behavior. Parent sometimes tries out strategies to support child's development of language.	3. Parent is interested in learning how to tell stories or read to child and tries out suggested strategies for engagement. Parent becomes comfortable with at least 1-2 strategies to support/reinforce reading and oral language, including rhymes, sounds, or word play.	3. Parent begins to help child understand how print works, e.g. letter names, connection to sounds, left to right progression, book handling.
4. Parent regularly adjusts own language or uses strategies to support child, e.g. choice of vocabulary, variation in words, asking questions, and listening to the child.	4. Parent regularly uses a variety of different strategies for engaging the child in reading books, storytelling or singing.	4. Parent uses strategies with child to develop meaning for print, e.g. writing letters and words, playing games with sounds and words, child dictating stories to parent.
5. Parent actively engages the child in discussion using strategies such as paying attention to the interests of the child, using open-ended questions, providing verbal encouragement, or giving the child an opportunity to process information.	5. Parent matches reading or storytelling strategy to situation, e.g. child's developmental level, child's mood setting. Parent verbalizes connections between stories and the child's experience, and encourages child to make similar connections. **NOTE**: Additional age *appropriate reading, singing, & storytelling strategies*: - Add information to what the child comments on - Ask the child details about what happened in the story - Ask the child to tell them a story	5. Parent takes advantage of every day activities to frequently make the connection between sounds, oral language, and print. **NOTE:** *Additional age appropriate strategies to support book/print concepts:* - Have child illustrate/dictate story - Provide writing materials for pretend play, menus, phone books - Encourage child to read book to adult
Level:	Level:	Level:

* RMC Research Corporation (2002); Adapted by Munroe-Meyer Institute (2006)